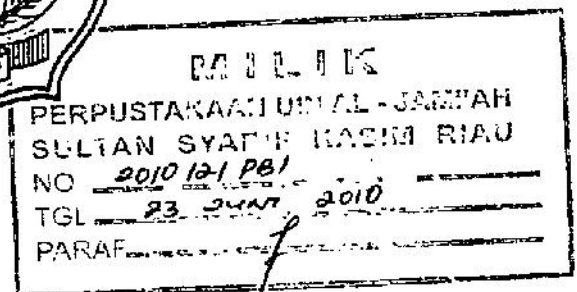


**THE CORRELATION BETWEEN TENSES MASTERY AND SUMMARY
WRITING ABILITY AT THE FIFTH SEMESTER STUDENTS OF
ENGLISH EDUCATION DEPARTMENT OF EDUCATION
AND TEACHER TRAINING FACULTY STATE
ISLAMIC UNIVERSITY SULTAN
SYARIF KASIM RIAU**



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PEKANBARU
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SYARIF KASIM RIAU**

Thesis

Submitted To Fulfill One of Requirements
for Undergraduate Degree in English Education



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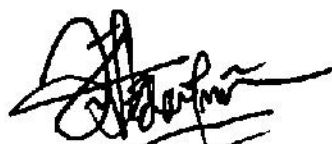
SUPERVISOR APPROVAL

The thesis entitled *The Correlation between Tense Mastery and Summary Writing Ability at the fifth Semester Students of English Education Department of Education and Teacher Training Faculty State Islamic University Sultan Syarif Kasim Riau*, is written by Fakhruddin NIM. 10314021925 it is accepted and approved to be examined in the meeting of the final examination of undergraduate committee at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Muharram 21, 1431 H
January 4, 2010 M

Approved

The Chairperson of English
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EXAMINER APPROVAL

The thesis entitled *The Correlation between Tense Mastery and Summary Writing Ability at the fifth Semester Students of English Education Department of Education and Teacher Training Faculty State Islamic University Sultan Syarif Kasim Riau*, is written by Fakhruddin NIM. 10314021925 it is approved and has been examined by the final examination committee of undergraduate degree on Jumadil Akhir 10, 1431 H / May 21, 2010 M at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif kasim Riau as one of requirements for Undergraduate Degree (S.Pd) in English Education.

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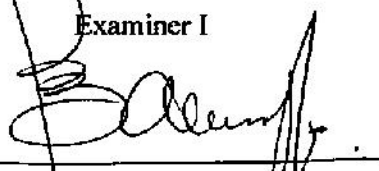
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May Allah Almighty bless them all. Amin.

Pekanbaru, January 4, 2010

The researcher

Fakhruddin

ABSTRACT

This research is entitled "The correlation between students' tenses mastery and their summary writing ability at the fifth semester of English Education Department of UIN SUSKA Riau." The main purpose of this research is intended to find out the correlation between students' tenses mastery and their summary writing ability and also to find out the factors influence the students' tenses mastery and their summary writing ability. The design of this research is correlation. There were two variables of this research; dependent variable and independent variable. The subject of this research will be all students in the fifth semester of English Education Department of Education and Teacher Training Faculty of UIN SUSKA Riau in academic year 2008/2009. Object of this research was to know the correlation between students' tenses mastery and their summary writing ability. There are six classes, which comprise of 189 students. Because the number of population was relatively big, the writer took 25% from total number. It means the sample of this research was 49 students using random sampling technique.

Data for this study was collected during four weeks. There were two instruments technique used to gather the data; test was used to find out students' tenses mastery and their summary writing ability. Questionnaires were used to find out the factors influence the students' tenses mastery and their summary writing ability. The formula used to analyze the correlation between students' tenses mastery and their summary writing ability at the fifth semester of English Education Department of UIN SUSKA Riau is:

$$r_{xy} = \frac{\frac{\sum x'y'}{N} - (C_x')(C_y')}{(SD_x')(SD_y')}$$

After analyzing the data, the researcher found the correlation between students' tenses mastery and their summary writing ability at the fifth semester of English Education Department of UIN SUSKA Riau, the significant different could be assumed from the α (alpha score) .05. When the α (alpha score) is higher then sig. score, so H_0 is rejected, if the α (alpha score) is lower then sig. score, so H_0 is fail to reject. From the table, it can be seen that the α .05 is higher then significant score (.000) so, H_0 is rejected, it can be concluded that there is a correlation between students' tense mastery and writing ability. H_0 is accepted and H_a is rejected, because $t_{cal} > t_{table}$ is $(5.222 > \text{significant } 1\% (2.05) > 5\% (2.76))$. The dominant factors that influence the students' tenses mastery and their summary writing ability at the fifth semester of English Education Department of UIN SUSKA Riau are motivation and interest that indicate 36.6%, and the other factors sometime influence the students' tenses mastery and their writing ability at the fifth semester of English Education Department of UIN SUSKA Riau.

ملخص

موضوع هذا البحث هو : العلاقة بين استيعاب قواعده الطلاب ومهارات على اختصار كتابتهم لرى طلاب فصل الدراسي الخامس قسم تدريس اللغة الانجليزية في جامعة سلطان شريف قاسم الإسلامية الحكومية رباو. العرض من هذا البحث هو : العلاقة, وتتكون من المتغير التابع والمتغيرة المستقلة. أفراد في هذا البحث هو الطلاب يد رسون في فصل الدراسي الخامس في قسم تدريس اللغة الإنجليزية في كلية التربية والتعليم جامعة سلطان شريف قاسم الإسلامية الحكومية رباو سنة دراسية ٢٠٠٨/٢٠٠٩ موضوع في هذا للبحث لمعرفة العلاقة بين استيعاب قواعده الطلاب ومهارات على اختصار كتابتهم. وستة فصول الذي يتكون من مائة تسعة ونحاف. لأن عددهم وكبيرة ظافياً هذا الكاتب ٥٢ % من المجموع. بمعنى أن العينة في هذا البحث تسعة وأربعين طالباً. باستخدام تقنية مفلع رابذوم تحليل البيانات في هذا البحث مدة أربع أسبوع. وطريقة لجمع البيانات هو :

١. الاختبار : لمعرفة استيعاب قواعد الطلاب ومهارات على اختصار كتابتهم.

٢. الاستبيان : لمعرفة العوامل التي تؤثر استيعاب قواعد الطلاب ومهارات على اختصار كتابتهم الذي طلاب فصل الدراسي الخامس قسم تدريس اللغة الإنجليزية جامعة سلطان شريف قاسم الإسلامية الحكومية رباو. أما الرمز يستخدم الكاتب :

$$r_{xy} = \frac{\sum x'y' - (cx')(cy')}{N} \div \frac{(SD_x')(SD_y')}{N}$$

بعدا لقيام تحليل البيانات فوجد الكاتب العلاقة بين استيعاب قواعد الطلاب ومهارات على اختصار كتابتهم لدى طلاب فصل الدراسي الخامس قسم تدريس اللغة الإنجليزية في جامعة سلطان شريف قاسم الإسلامية الحكومية رباو. فرق الوطض فالإقراض من α (نتائج α). ٠.٠٥. وإذا نتائج α على من س. نت ائج حتى هاو: مردود إذا α (نتائج α) أسفل من س نتائج حتى هاو: مردود من ذلك الصندوق نظراً ٠.٠٥. α أعلى فالنيحة الوظيفية (٠.٠٠٠) إذان هاو : مردود الخلاصة أن العلاقة بين استيعاب قواعد الطلاب ومهارات على اختصار كتابتهم. هاو : مقبول, وها: مردود لأن $t > t_{(5.222)} 1\% (2.5) > 5\% (2.76)$ والعوامل التي تؤثر استيعاب قواعد الطلاب ومهارات على اختصار كتابتهم في فصل الدراسي الخامس قسم تدريس اللغة الإنجليزية.

ABSTRAK

Penelitian ini berjudul "Korelasi antara penguasaan tenses mahasiswa dan kemampuan ringkasan tulisan nya di semester lima jurusan Pendidikan Bahasa Inggris UIN SUSKA Riau." Tujuan utama dari penelitian ini dimaksudkan untuk mengetahui hubungan antara penguasaan tenses siswa dan kemampuan ringkasan tulisan nya dan juga untuk mengetahui faktor yang mempengaruhi penguasaan tenses mahasiswa dan kemampuan ringkasan tulisan nya. Desain penelitian ini adalah korelasi. Ada dua variabel penelitian ini, variabel dependen dan variabel independen. Subyek penelitian ini adalah semua mahasiswa pada semester lima Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau pada tahun akademik 2008/2009. Obyek dari penelitian ini adalah untuk mengetahui hubungan antara penguasaan tenses mahasiswa dan kemampuan ringkasan tulisan nya. Ada enam kelas, yang terdiri dari 189 siswa. Karena jumlah yang relatif besar, penulis mengambil 25% dari jumlah total. Ini berarti sampel penelitian ini adalah 49 siswa dengan menggunakan teknik sampling random.

Data untuk studi ini dikumpulkan selama empat minggu. Ada dua instrumen teknik yang digunakan untuk mengumpulkan data; tes digunakan untuk mengetahui penguasaan tenses mahasiswa dan ringkasan tulisan nya. Questioner digunakan untuk mengetahui faktor yang mempengaruhi penguasaan tenses mahasiswa dan kemampuan ringkasan tulisan nya. Rumus yang digunakan untuk menganalisis hubungan antara penguasaan tenses mahasiswa dan kemampuan menulis di semester kelima dari jurusan Pendidikan Bahasa Inggris UIN SUSKA Riau adalah:

$$r_{xy} = \frac{\frac{\sum x^1 y^1}{N} - (Cx^1)(Cy^1)}{(SD_x^1)(SD_y^1)}$$

Setelah menganalisa data, peneliti menemukan korelasi antara penguasaan tenses mahasiswa dan kemampuan ringkasan tulisan nya di semester lima Jurusan Pendidikan Bahasa Inggris UIN SUSKA Riau, yang perbedaan yang signifikan dapat diasumsikan dari α (skor alpha), 05. Ketika α (skor alpha) yang lebih tinggi dari sig. skor, sehingga H_0 ditolak, jika α (skor alpha) yang lebih rendah dari sig. skor, sehingga H_0 gagal menolak. Dari tabel tersebut, dapat dilihat bahwa .05 α lebih tinggi maka nilai yang signifikan (.000) jadi, H_0 ditolak, ini dapat disimpulkan bahwa ada korelasi antara penguasaan tenses mahasiswa dan kemampuan ringkasan tulisan nya. H_0 diterima dan H_a ditolak, karena $t_{kal} > t$ tabel adalah (5,222 > signifikan 1% (2,05) > 5% (2,76). Faktor-faktor dominan yang mempengaruhi penguasaan tenses mahasiswa dan kemampuan menulis di semester kelima jurusan Pendidikan Bahasa Inggris UIN SUSKA Riau adalah motivasi dan ketertarikan yang menunjukkan 36,6%, dan faktor-faktor lain kadang-kadang mempengaruhi penguasaan tenses mahasiswa dan kemampuan menulis di semester lima jurusan Pendidikan Bahasa Inggris UIN SUSKA Riau.

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

English is one of the languages used as a communication tool that has an important role in every part of life in facing global era and in development of science. So, our government decides English as a compulsory subject taught in every level of educational institution in Indonesia.

State Islamic University of Sultan Syarif Kasim (UIN SUSKA) Riau is one of universities that exists in Riau Province. The university consists of eight faculties, they are: the faculty of Educational and Teacher Training, the faculty of law (Syari'ah), the faculty of Religious missionary (Dakwah), the faculty of Theology (Ushuluddin), the faculty of Psychology, the faculty of Economy, the faculty of Science and Technology, and the faculty of Animal Husbandry. There are six departments in Education and Teacher Training faculty. One of them is English Education Department. The department has responsibility to conduct English teaching learning process and also plays prominent role in deciding students' success in learning the foreign language.

English Education Department has designed many English courses for its students in order to achieve the main goal of this department. As stated in academic information and guidance book of State Islamic University of Sultan Syarif Kasim Riau (2003-2004:70), the mission of English Education Department is to create Moslem educated people who are professional in teaching English

(teachers) in several educational institutions and work in the various job sectors. Thus, it is clear that English students can be professional English Teachers who have good Islamic knowledge. In addition, they can also become writers, translators, guides and etc.

According to Brown (1994:127), there are four skills that students should master in their learning process. They are listening, speaking, reading, and writing. It is obvious that English students should be able to master the language skills as the requirement for achieving good English either in spoken or writing forms.

Comprone (1983:38) says that writing is a transcription of the process of composing ideas: it is not the product of thought but it is actualization and dramatization. Writing as a transcription of the process of composing ideas, must be written well. Writing must be written by using good tenses to understand the readers what we write.

According to Reid (1982: 110), a summary is a condensation of the main ideas in an article. Besides, McWhorther (1992:309) says a summary is a compact restatement of the key points of passage. Thus, it is clear in summarizing the students have to know the main ideas and the key point of writing text.

Basically, writing summary is very important for the students. Syafi'i (2007:60) says that summarizing is very useful in variety of writing assignments in a condensed overview of the material needed. Besides, Pamela West and S. Leonard Rubistein (1986: 116) point out that a good summary is not easy. You

must be careful to represent the writer's view point accurately without distorting either its meaning or emphasis and without using the expression of the original.

Based on the ideas above, we can conclude that students should master writing a summary. It can help students get information from the text and they can make a summary by their words without copy original text.

Based on the quotation above, the students consider that it is not easy to write summary writing. Therefore, students must master tenses in making summary writing, because by mastering tenses, the students can make summary writing well and it can be understood by people.

William Pagliuca (1994:125) says that Grammatical tense is a temporal linguistic quality expressing the time at, during, or over which a state or action denoted by a verb occurs. Tense is one of at least five qualities, along with mood, voice, aspect, and person, which verb forms may express. Tenses cannot always be translated from one language to another. While, verbs in all languages have typical forms by which they are identified and indexed in dictionaries, usually the most common present tense or an infinitive, their meanings vary among languages.

Theoretically, the summary writing has been studied by the fifth semester students of English Education Department of Education and Teacher Training Faculty of Sultan Syarif Kasim (UIN SUSKA) Riau and taught by competent lecturer. According to the syllabus, teaching learning is directed to provide to students with the knowledge of writing the sentence patterns. Besides they should also be able to employ the sentence patterns to express their feelings, ideas,

current issues, and the facts into the standard written English. Here, the students should actually be able to write summary writing. However, the students cannot write it well based on the information presented in the original text. They just rewrite the writer's ideas without any paraphrases.

Moreover, some of the students still get difficulties in writing a summary well. It can be proved when the lecturer asks students to write a summary of text, even though they have been taught particular tenses, only some of them are able to write a summary well. Based on the writer's preliminary observation, they are still far from the expectation of teaching writing objectives. They seem get difficulties in writing a summary of a text. It can be from the following symptoms:

1. Some of the students have difficulties to express their ideas in summary writing.
2. Some of the students are still confused to write summary well.
3. Some of the students get difficulties to practice particular tenses in summary writing.
4. Some of the students are still confused in using the technical of a summary writing.
5. Some of the students have difficulties to use the tenses correctly in expressing their ideas in summary writing.
6. Some of the students get difficulties in looking for main ideas and the key point of the text.

Considering the symptoms found by the writer, he is interested in conducting a research entitled: "THE CORRELATION BETWEEN TENSES MASTERY AND SUMMARY WRITING ABILITY AT THE FIFTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF EDUCATION AND TEACHER TRAINING FACULTY OF STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU.

B. The Setting of the Problem

Based on the symptoms above, it is clear that some of the students of English Education Department of Education and Teacher Training faculty of UIN SUSKA Riau have many difficulties in writing tenses well in summary writing.

1. The Identification of the Problem

1. What are the students' difficulties to express their ideas in summary writing?
2. How is the ability of students in writing a summary at the fifth semester of UIN SUSKA Riau?
3. Why do some of the students get difficulties to practice particular tenses in summary writing?
4. What factors that influence the students' ability in summary writing?
5. Why are some of the students unable to use the tenses correctly in summary writing?
6. What are the students' difficulties in looking for main ideas and the key points of the text?

2. The Limitation of the Problem

There are many problems in this research. So, to avoid misunderstanding in this research, the writer limits the research problem as follows:

1. The tenses are limited to five tenses. They are Simple Present Tense, Present Continuous Tense, Present Perfect Tense, Simple Past tense, and Simple Future Tense.
2. The Factors influence Students tenses mastery in making summary writing ability.

3. The Formulation of the Problem

Based on the limitation of the problem above, this study can be formulated as follows:

1. Is there any significant correlation between tenses mastery and summary writing ability at the fifth semester students of English Education Department of UIN SUSKA Riau?
2. What factors influence tenses mastery and summary writing ability at the fifth semester students of English Education Department of UIN SUSKA Riau?

C. The Reason of Choosing Title

The writer is interested in conducting this research because of some reason:

1. The writer is interested to know about the correlation study between students' tenses mastery and their summary writing ability at the fifth

semester of English Education Department of UIN SUSKA Riau in the academic year 2008.

2. Any other researcher has never written the topic.
3. The writer is able to carry out this research regarding the time, finance and limited research experience that the writer has.
4. This research topic is important because it can help the lecturer in teaching summary writing.
5. This research has relationship to the writer's field of study, English Education Department.

D. The Objectives of the Study and the Need of the Study

1. The Objectives of Study

- a. To find out the correlation between students' tenses mastery and their summary writing ability at the fifth semester of English Education Department UIN SUSKA RIAU.
- b. To find out the factors influence the students' tenses mastery and their summary writing ability at the fifth semester of English Education Department UIN SUSKA RIAU

2. The Need of the Study

- a. To provide some information about the students' tenses mastery at the fifth semester of English Education Department UIN SUSKA RIAU.
- b. As writer's contribution to the field of educational system, especially about the ability of students in making summary writing.

- c. As a guidance for those who want to carry out the same topic of research problem in the future.
- d. To fulfill one of requirements to finish writer's study in State Islamic University Sultan Syarif Kasim Riau.

E. The Definition of the Term

In order to avoid misinterpretation and misunderstanding in reading this paper, it is necessary to define the following terms.

1. Correlation

Hartono (2004:68) states that correlation is the correlation between two variables or more. In this research, correlation means the correlation between students' tenses mastery and their summary writing at the fifth semester of English Education Department of UIN SUSKA Riau

2. Tenses

William Pagliuca (1994:125) say that Grammatical tense is a temporal linguistic quality expressing the time at, during, or over which a state or action denoted by a verb occurs. Tense is one of at least five qualities, along with mood, voice, aspect, and person, which verb forms may express. Tenses cannot always be translated from one language to another. While verbs in all languages have typical forms by which they are identified and indexed in dictionaries, usually the most common present tense or an infinitive, their meanings vary among languages.

3. Summary writing

Pamela West and S. Leonard Rubinstein (1986:116) say that summary writing is represent the writer's view point accurately without distorting either its meaning or emphasis and without using the expressions of the original.

4. Criteria of Summary Writing (Kiefer, 15.30, 24/12/2008)

a. Purpose

Unlike the summaries that focus solely on representing other writers' arguments, the summary/response paper allows you to build on a summary with a response to it. The response might analyze the logic of the original essay, or it might argue for or against the position of the original essay. Even if you choose to analyze the logic of the original essay in your response, realize that you must make a case for your analysis, in effect arguing that your analysis is a good one. The purpose of this essay, then, is to build on a summary with an argument of your own.

b. Audience

Please assume that you are writing for readers not familiar with the original essay you summarize and respond to because your audiences for the essays in Portfolio 2 will not be limited to this class. If possible, please specify a target audience for your s/r essay. (Note the audience in pencil at the top of the first page of the final draft.)

c. Focus

The most effective s/r essays, like all effective arguing essays, narrow the focus to a manageable size. Even if the essay you are responding to cuts a wide swath through environmentalism, your essay will be more effective if you focus on one or two key points in the original essay. Be sure to select key points from the original essay rather than minor points. In other words, your focus is limited by the focus of the original essay.

d. Organization

Typically, these essays follow one of two patterns: block or point-by-point. The block pattern has a block of summary, your thesis or claim as a bridge, and then a block of response. Within the response, be sure the arrangement of your points is clear and easy to follow. The point-by-point pattern has a general introduction, a point of summary followed by your response on that point, the next point of summary followed by your response on that point, and so on.

e. Development

Each of your points must be developed with examples, details, facts, statistics, quotations, etc. You need evidence! Or you might analyze the original argument through a careful chain of reasoning. Please remember, though, that general statements are usually unconvincing; readers expect specific support.

f. Coherence

Use appropriate author tags and transitions to mark the summary as a summary, and continue to use clear transitions throughout your response so that your argument flows smoothly for readers.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The definition of Tenses

Azur (1986:2) says that tenses consist of:

a. Simple Present tense

In general, simple present expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future.

Examples:

- It snows in Alaska.
- I watch television everyday.

b. The Simple Past Tense

At one particular time in the past, this happened it began and ended in the past.

Examples:

- It snowed yesterday.
- I watch television last night.

c. Simple Future Tense

At one particular time in the future, this will happened

Examples:

- It will snow tomorrow.
- I will watch television tonight.

d. Present Continuous Tense

Present Continuous Tense is used to express event happening.

Examples:

- I am studying English now.

e. Present Perfect Tense

Express an activity in past time and still related with present time.

Examples:

- I have known the girl for a long time.

In other word, Fika et al (1991:34) states that Simple Present Tense is a sentence that express that happen in daily life.

Formula: SUBJECT + TO BE (am, is, are) + OBJECT

SUBJECT + VERB + OBJECT

Examples:

- a. (+) They are busy everyday.
- (-) They are not busy everyday.
- (?) Are they busy everyday?
- b. (+) He goes to school everyday.
- (-) He doesn't go to school everyday.
- (?) Does he go to school everyday?

Furthermore, Fika et al (1991:38) describe Simple Past Tense is a sentences that expresses happened at the last time.

Formula: SUBJECT + TO BE (was, were) + OBJECT

SUBJECT + VERB II + OBJECT

Examples:

a. (+) He was a teacher.

(-) He was not a teacher.

(?) Was he a teacher?

b. (+) He got much money.

(-) He didn't get much money.

(?) Did he get much money?

In addition, Fika et al (1991:42) define Simple Future Tense is a sentence that expresses event that happen in the future.

Formula:

SUBJECT + SHALL/WILL + VERB + OBJECT

Examples:

a. (+) I shall invite you tomorrow night.

(-) I shall not invite you tomorrow night.

(?) Shall I invite you tomorrow night?

b. (+) She will go to library tomorrow.

(-) She will not go to library tomorrow.

(?) Will she go to library tomorrow?

2. Nature of Writing

a. Writing is one of the language skills

Writing is one of the language skills, (Jacob, at all, 1981:4) People say that writing is not easy; it is need to study hard and much practice to develop the writing skill. As a writer should have the ability of how to employ the grammatical forms and syntactical pattern of writing in order to make the readers understand what the writer mean. In English, an essay is a piece of writing several paragraphs long written about one topic. The aim of the essay should be deduced strictly from the wording of the title or question, and needs to be defined at the beginning. The idea of an essay is for you to say something for yourself using the ideas of the subject, for you to present ideas you have learned in your own way. The emphasis should be on working with other people's ideas, rather than reproducing their words. The ideas and people that you refer to need to be made explicit by a system of referencing.

Writing is necessary for all students in higher education. Academic writing is clearly defined by having a clear purpose, either an exam question to answer or a research project to report on. Most academic writing in English is linear: it starts at the beginning and finishes at the end, with every part contributing to the main line of argument, without digression or repetition. Whatever kind of writing you are producing, you, the writer, is responsible for making your line of argument clear and presenting it in an orderly fashion so that the reader can follow. Your written work should have the following sections:

The preliminaries and end matter will depend on the kind of text you are writing. The main text will, however, generally contain an introduction, a main body and a conclusion. The introduction will usually consist of some background information, which will give the reason for the writing and explain, to some extent, how this will be done. This must be closely connected to the essay or research question. The main body will then contain some data - either experimental, from ideas or from reading - and some argument. This will then lead to the conclusion, which will refer back to the introduction and show that the purpose has been fulfilled. The actual form of the main body will depend on the type of writing.

Almost all students will at some time be expected to write an essay, or some other kind of argument, e.g. a review or discussion section, in a longer piece of writing. In English, an essay is a piece of argumentative writing several paragraphs long written about one topic, usually based on your reading. The aim of the essay should be deduced strictly from the wording of the title or question, and needs to be defined at the beginning. The purpose of an essay is for you to say something for yourself using the ideas of the subject, for you to present ideas you have learned in your own way. The emphasis should be on working with other people's ideas, rather than reproducing their words, but your own voice should show clearly. The ideas and people that you refer to need to be made explicit by a system of referencing.

b. Definition of Summary Writing

According to Lannon (1994:206), a summary is a short version of a longer message. Here is a way for students that have record of what the students have read for a specific course to use for study and reflection. Based on Reid (1988:110), a summary is a condensation of the main ideas in an article. It is clear that a summary provides a review of important idea. It can be thought of as an outline in paragraph form.

According to M. Guinn and Marder (1987:124), most summaries, though, should not be long. A long summary is contradiction in terms. Basically, a summary does not include all information presented in the original text. So, the students have to select what to include. Besides, Syafi'i (2007:60) says that a paragraph summary may be just a sentence or two, and a summary of a chapter may be just a paragraph or two.

Based on the ideas above, we can conclude that, summary writing is represented the writer's view point accurately without distorting either its meaning or emphasis and without using the expression of the original.

Basically, the purpose of a summary is to make a record of the most important ideas in condensed form. A summary also has a good qualities' summary. According to Reid (1988:110), The qualities of summary are:

- a. Objectivity: no idea that is not the author's should be included in the summary, and no opinion of the summary writer be in the summary.
- b. Completeness: depending on the assignment, the summary should contain every main idea in the article.

Example:

“Three dots indicate that something has been left out....” (Note that the sentence ends, so a period is added).

- d. Brackets [] enclose information added to direct quotation (for example, to replace a pronoun with a noun).

Example:

“[Cuomo’s] philosophy is to share the burdens and benefits equally”.

3. The Factors Influence Students’ Tense Mastery in Making Summary Writing.

The influencing factors of students’ ability in writing a summary cannot be separated from the influencing factors of learning. As Muhibbin (2003:132) says that the influenced factors in learning are as follows:

1. Internal factors

These factors come from the students themselves that consist of physiological aspect (the organ of body) and psychological aspect, such as intelligence, attitude, talent, and motivation.

2. External factors

External factors consist of social environment such as family, teachers, staffs, society and friends.

3. Approaching to the learning

It consists of high approaching (speculative and achieving), middle approaching (analytic and deep) and low approaching (reproductive and surface).

B. Operational Concept

Operational concept is a concept applied to give explanation about theoretical framework to avoid misunderstanding and misinterpreting in this research. For this reason, operational concept must be defined in a clear statement to obtain the needed data the research location. There are two variable discussed in this research. They are:

1. Variable X: The students' tense mastery which is known as independent variable.
2. Variable Y: The students' summary writing ability as dependent variable.

Concretely, these indicators can be depicted as follows:

Variable X: Students' tense mastery. It can be seen in the following indicators namely:

1. The students are able to use Simple Present Tense in making summary writing.
2. The students are able to use Simple Past Tense in making summary writing.
3. The students are able to use Present Continuous Tense in making summary writing.

4. The students are able to use Present Perfect Tense in making summary writing.
5. The students are able to use Simple Future Tense in making summary writing.

Variable Y: 'The students' summary writing ability.

1. The students can select the major ideas needed in their summary.
2. The students are able to write a compact summary.
3. The students are able to state the main idea of text without include their opinion.
4. The students are able to express the main ideas of text in own words.

The indicators of factors that influence the students' tenses mastery and their summary writing at the fifth semester of English Education Department UIN SUSKA RIAU as follows:

1. Internal factors

These factors come from the students themselves that consist of physiological aspect (the organ of body) and psychological aspect, such as intelligence, attitude, talent, and motivation.

2. External factors

External factors consist of social environment such as family, teachers, staffs, society and friends.

3. Approaching to the learning

It consists of high approaching (speculative and achieving), middle approaching (analytic and deep) and low approaching (reproductive and surface).

C. The Assumption and Hypothesis

1. The Assumption

- a. The students' tense mastery is varies.
- b. Students' tense mastery can influence the students' summary writing ability.

2. The Hypothesis

Ha: there is a significant correlation between students' tense mastery and their summary writing ability.

Ho: there is no significant between students' tense mastery and their summary writing ability.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research is correlation, where there are two variables of this research, they are dependent variables and independent variables.

B. The Location and the Time of Research

This research was conducted at the fifth semester of English Education Department of Education and Teacher's Training Faculty of UIN SUSKA Riau. It was conducted starting November 2009, or in the 2008/2009 academic year.

C. The Subject and the Object of the Research

Subject of this research is all students in the fifth semester of English Education Department of Education and Teacher's Training Faculty of UIN SUSKA Riau in academic year 2008/2009. Object of this research is to know the correlation between students' tenses mastery and their summary writing.

D. The Population and the Sample of the Research

Population of this research is all students who are still studying at semester fifth of English Education Department of Education and Teacher's Training Faculty of UIN SUSKA Riau in academic 2008/2009. There are six classes, which comprise of 189 students. Because the number of population is relatively big, the writer will take 25% from total number. It means the sample of this research will be 49 students. Arikunto (1989: 117) points out "if the population is more than 100 respondents, we can take 25% or more than it". The technique used in this

research is random sampling. The specification of the population can be seen on the table below:

TABLE III.1
Number of the Sample

No	Class	Population		Total	Sample
		Male	Female		
1	V. A	9	22	31	8
2	V. B	11	19	30	8
3	V. C	8	22	30	8
4	V. D	9	15	24	6
5	V. E	13	25	38	10
6	V. F	13	23	36	9
Total		63	126	189	49

E. The Instruments of Data Collection

The technique of collecting the data plays an important role in conducting a study. The appropriate one is needed to support this research. The writer takes data through:

a) Test

This technique is used to get some data about students' tense mastery and to get some data about students' ability in making summary writing and score they get.

b) Questionnaire

This questionnaire contains about some questions for the respondents dealing with the factors influence the students' ability in making summary writing at the fifth semester of English Education Department of Education and Teacher's Training Faculty of UIN SUSKA Riau.

c) Written test

This technique is used to get some data about students' ability in making summary writing.

F. The Data Analysis Technique

The data is analyzed by using the statistical analysis. In this research, the writer uses Product Moment Correlation, because the data are interval. This technique based on Hartono's statement (2004: 80). The formula is as follow:

$$r_{xy} = \frac{\frac{\sum x' y'}{N} - (C_x')(C_y')}{(SD_x')(SD_y')}$$

Furthermore, to interpret the level of students' summary writing ability the description is made systematically by using summary writing. The description is made systematically by using the following formula:

$$P = \frac{F}{N} \times 100\%$$

P= Percentage

F= Frequency

N= Total number

TABLE III.2
Interpretation of the Students' Score in
Terms of Levels of writing

No	Classification	
	Ability Level	Rank
1.	Excellent	80 – 100
2.	Good	70 – 79
3.	Fairly Good	60 – 69
4.	Weak	50 – 59
5.	Poor	00 – 49

(Panduan dan Informasi Akademik 2003-2004 : 213)



CHAPTER IV

THE DATA PRESENTATION AND DATA ANALYSIS

A. The data Presentation

The purpose of this research is to find out information about a correlation between two variables independent and dependent variable they are students' tenses mastery that symbolized by X and student's ability in making summary writing that symbolized by Y. The researcher will present the finding of the study and presented the data obtained through test, written test and questionnaire.

To determine students' tenses mastery, it can be seen their scores gained from the written test. They are multiple-choice tasks that consist of 20 questions, while to determine the student's ability in making summary writing the writer gives 3 topic of writing. Then the score is given starting from 0-4, and to know what are the factors that make at the fifth semester of English Education Department of UIN SUSKA Riau get the difficulties in making summary writing the writer gives questionnaires to them.

1. The students' tenses mastery and their summary writing at the fifth semester of English Education Department of UIN SUSKA Riau.

To obtain about the correlation between students' tenses mastery and their summary writing at the fifth semester of English Education Department of UIN SUSKA Riau, researcher acquire to show each scores. It is used pertaining to the most characteristic of an item to be accurately determined by its difficulty. Then, test given to students are considered too difficult or too easy often show the

reliability. Item difficulty is determined as the proportion of correct responses. This is held pertinent to the index difficulty, in which it is generally expressed as the percentage of the students who answer the questions correctly (Heaton, 1991:178). The formula for item difficulty is as follows:

$$FV = \frac{R}{N}$$

Where FV = Index of difficulty or Facility value

R = the number of correct

N = the number of student's taking the test (Heaton, 1991:179)

The formula above used to find out the easies or difficulties of each items test that the researcher gives to the respondents. The items that do not reach the standard level of difficulty are excluding from the test and they are changed with the new items that are appropriate. Heaton (1991: 179) says that prepared in practice to accept items with facility values between 0.03 and 0.07.

2. The students' tenses mastery at the fifth semester of English Education

Department of UIN SUSKA Riau

The data about the students' tenses mastery is following the table bellow:

Table IV.1
The Recapitulation of students' tenses mastery
Variable (X)

No	The Number Of Respondents	X
1	Student 1	70
2	Student 2	65
3	Student 3	85
4	Student 4	75
5	Student 5	65
6	Student 6	70
7	Student 7	60
8	Student 6	60
9	Student 9	75
10	Student 10	45
11	Student 11	50
12	Student 12	60
13	Student 13	60
14	Student 14	80
15	Student 15	65
16	Student 16	60
17	Student 17	60
18	Student 18	60
19	Student 19	60
20	Student 20	65
21	Student 21	50
22	Student 22	60

23	Student 23	60
24	Student 24	50
25	Student 25	40
26	Student 26	45
27	Student 27	60
28	Student 28	65
29	Student 29	65
30	Student 30	50
31	Student 10	45
32	Student 11	50
33	Student 12	60
34	Student 13	60
35	Student 14	80
36	Student 15	65
37	Student 16	60
38	Student 17	60
39	Student 18	60
40	Student 19	60
41	Student 20	65
42	Student 21	50
43	Student 22	60
44	Student 23	60
45	Student 24	50
46	Student 25	40
47	Student 26	45
48	Student 27	60
49	Student 28	65

Based on the table above we know that the highest score is 85 and the lowest score is 40.

**3. The students' summary writing at the fifth semester of English Education
Department of UIN SUSKA Riau**

The data about student's ability in making summary writing, in this case the writer found the data or the score by using technique written test with 3 topic of the writing.

Table IV.2
The Recapitulation of student's ability in making summary writing
Variable (y)

No	The Number Of Respondents	Score
1	Student 1	65
2	Student 2	55
3	Student 3	75
4	Student 4	60
5	Student 5	50
6	Student 6	65
7	Student 7	60
8	Student 6	70
9	Student 9	65
10	Student 10	40
11	Student 11	45
12	Student 12	55
13	Student 13	65
14	Student 14	70
15	Student 15	65
16	Student 16	70
17	Student 17	60
18	Student 18	50
19	Student 19	55

20	Student 20	55
21	Student 21	45
22	Student 22	55
23	Student 23	60
24	Student 24	40
25	Student 25	40
26	Student 26	45
27	Student 27	55
28	Student 28	60
29	Student 29	65
30	Student 30	45
31	Student 10	60
32	Student 11	55
33	Student 12	60
34	Student 13	45
35	Student 14	70
36	Student 15	65
37	Student 16	60
38	Student 17	80
39	Student 18	70
40	Student 19	70
41	Student 20	60
42	Student 21	55
43	Student 22	50
44	Student 23	80
45	Student 24	60
46	Student 25	40
47	Student 26	50
48	Student 27	60
49	Student 28	65

Based on the table above we know that the highest score is 80 and the lowest score is 40.

4. The factors influence students' tenses mastery and their summary writing at the fifth semester of English Education Department of UIN SUSKA Riau

To find out the information about the factors that influence the students' tenses mastery and their summary writing at the fifth semester of English Education Department of UIN SUSKA Riau, the researcher gives questioners to them and the data as follows:

Table IV.3
The students are motivated in summary writing

OPTION	ALTERNATIVE	F	P
A	ALWAYS	7	12.5%
B	OFTEN	9	18.75%
C	SOMETIMES	15	37,5%
D	SELDOM	5	6.25%
E	NEVER	12	25%
	TOTAL	49	100%

The table above shows the varieties answers among the respondents. 12.5% of the respondents stated always. 18.75% of the respondents stated often. 37.5% stated sometimes. 6.25% stated seldom. 25% stated never. The conclusion is the majority of the Students sometimes are motivated in summary writing

TABLE IV.4
Students pay attention to the lecturer's explanation

OPTION	ALTERNATIVE	F	P
A	ALWAYS	6	10%
B	OFTEN	14	36.6%
C	SOMETIMES	11	26.6%
D	SELDOM	6	10%
E	NEVER	8	16.6%
	TOTAL	49	100%

The table above shows the varieties answers among the respondents. 10% of the respondents stated always, 36.6% of the respondents stated often, 26.6% stated sometimes, 10% stated seldom, 16.6% stated never. The conclusion is the majority of Students sometime pay attention to the lecturer's explanation

TABLE IV.5
The students attend the writing class

OPTION	ALTERNATIVE	F	P
A	ALWAYS	4	6.7%
B	OFTEN	12	20%
C	SOMETIMES	17	40%
D	SELDOM	6	10%
E	NEVER	9	23.3%
	TOTAL	49	100%

The table above shows the varieties answers among the respondents. 6.7% of the respondents stated always. 20% of the respondents stated often. 40% stated sometimes. 10% stated seldom. 23.3% stated never. The conclusion is the majority of the students sometimes attend the writing class

TABLE IV.6
The students come to writing class on time

OPTION	ALTERNATIVE	F	P
A	ALWAYS	3	3.3%
B	OFTEN	4	6.7%
C	SOMETIMES	20	56.7%
D	SELDOM	4	6.7%
E	NEVER	11	26.7%
	TOTAL	49	100%

The table above shows the varieties answers among the respondents. 3.3% of the respondents stated always. 6.7% of the respondents stated often. 56.7% stated sometimes. 6.7% stated seldom. 26.7% stated never. The conclusion is the majority of the students sometime come to writing class on time

TABLE IV.7
The students have a good behavior to the lecture

OPTION	ALTERNATIVE	F	P
A	ALWAYS	0	0%
B	OFTEN	8	16.7%
C	SOMETIMES	12	20%
D	SELDOM	18	43.3%
E	NEVER	12	20%
	TOTAL	49	100%

The table above shows the varieties answers among the respondents. 0% of the respondents stated always. 16.7% of the respondents stated often. 20% stated sometimes. 43.3% stated seldom. 20% stated never. The conclusion is the majority of the students seldom have a good behavior to the lecture

TABLE IV.8
The students review their writing at home

OPTION	ALTERNATIVE	F	P
A	ALWAYS	8	16.7%
B	OFTEN	16	40%
C	SOMETIMES	11	26.7%
D	SELDOM	7	13.3%
E	NEVER	2	3.3%
	TOTAL	49	100%

The table above shows the varieties answers among the respondents. 16.7% of the respondents stated always. 40% of the respondents stated often. 26.7% stated sometimes. 13.3% stated seldom. 3.3% stated never. The conclusion is the majority of the students often review their writing at home

Table IV.9
The students do their homework at home

OPTION	ALTERNATIVE	F	P
A	ALWAYS	8	16.7%
B	OFTEN	12	20%
C	SOMETIMES	15	36.7%
D	SELDOM	5	10%
E	NEVER	8	16.7%
	TOTAL	49	100%

The table above shows the varieties answers among the respondents. 16.7% of the respondents stated always. 20% of the respondents stated often. 36.7% stated sometimes. 10% stated seldom. 16.7% stated never. The conclusion is the majority of the students sometime do their homework at home

TABLE IV.10

**If the students do not understand about the lecture's explanation, they will
ask to their friends**

OPTION	ALTERNATIVE	F	P
A	ALWAYS	5	10%
B	OFTEN	12	20%
C	SOMETIMES	14	33.3%
D	SELDOM	12	20%
E	NEVER	8	16.7%
	TOTAL	49	100%

The table above shows the varieties answers among the respondents. 10% of the respondents stated always. 20% of the respondents stated often. 33.3% stated sometimes. 20% stated seldom. 16.7% stated never. The conclusion is the majority of the students sometime ask to their friends, If the students do not understand about the lecture's explanation

Table IV.11
The lecture gives explanation clearly

OPTION	ALTERNATIVE	F	P
A	ALWAYS	6	13.3%
B	OFTEN	10	26.7%
C	SOMETIMES	13	33.3%
D	SELDOM	12	20%
E	NEVER	5	6.7%
	TOTAL	49	100%

The table above shows the varieties answers among the respondents. 13.3% of the respondents stated always. 26.7% of the respondents stated often. 33.3% stated sometimes. 20% stated seldom. 6.7% stated never. The conclusion is the majority of the lecture sometime gives explanation clearly

TABLE IV.12
The students study English sincerely

OPTION	ALTERNATIVE	F	P
A	ALWAYS	5	10%
B	OFTEN	15	40%
C	SOMETIMES	19	26.7%
D	SELDOM	8	16.7%
E	NEVER	5	6.7%
	TOTAL	49	100%

The table above shows the varieties answers among the respondents. 10% of the respondents stated always. 40% of the respondents stated often. 26.7% stated sometimes. 16.7% stated seldom. 6.7% stated never. The conclusion is the majority of the students often study English sincerely

TABLE IV.13

Their friends motivate the students in writing a summary

OPTION	ALTERNATIVE	F	P
A	ALWAYS	8	16.7%
B	OFTEN	14	36.7%
C	SOMETIMES	12	20%
D	SELDOM	8	16.7%
E	NEVER	5	10%
	TOTAL	49	100%

The table above shows the varieties answers among the respondents. 16.7% of the respondents stated always. 36.7% of the respondents stated often. 20% stated sometimes. 16.7% stated seldom. 10% stated never. The conclusion is the majority of their friends often motivate the students in writing a summary

Table IV.14**The lecture gives the students motivation in writing a summary**

OPTION	ALTERNATIVE	F	P
A	ALWAYS	7	13.3%
B	OFTEN	12	20%
C	SOMETIMES	14	36.7%
D	SELDOM	8	16.7%
E	NEVER	12	20%
	TOTAL	49	100%

The table above shows the varieties answers among the respondents. 13.3% of the respondents stated always. 20% of the respondents stated often. 36.7% stated sometimes. 16.7% stated seldom. 20% stated never. The conclusion is the majority of the lecture sometime gives the students motivation in writing a summary

Table IV.15**The students read their writing books at home**

OPTION	ALTERNATIVE	F	P
A	ALWAYS	5	16.7%
B	OFTEN	13	43.3%
C	SOMETIMES	6	20%
D	SELDOM	2	6.7%
E	NEVER	4	13.3%
	TOTAL	49	100%

The table above shows the varieties answers among the respondents. 16.7% of the respondents stated always. 43.3% of the respondents stated often. 20% stated sometimes. 6.7% stated seldom. 13.3% stated never. The conclusion is the majority of the students often read their writing books at home

TABLE IV.16
The students use a dictionary in looking for the difficult word

OPTION	ALTERNATIVE	F	P
A	ALWAYS	3	10%
B	OFTEN	8	26.7%
C	SOMETIMES	10	33.3%
D	SELDOM	6	20%
E	NEVER	3	10%
	TOTAL	49	100%

The table above shows the varieties answers among the respondents. 10% of the respondents stated always. 26.7% of the respondents stated often. 33.3% stated sometimes. 20% stated seldom. 10% stated never. The conclusion is the majority of the students sometime use a dictionary in looking for the difficult word

Table IV.17**The students practice the writing summary of reading text**

OPTION	ALTERNATIVE	F	P
A	ALWAYS	3	10%
B	OFTEN	12	40%
C	SOMETIMES	6	20%
D	SELDOM	8	26.7%
E	NEVER	1	3.3%
	TOTAL	49	100%

The table above shows the varieties answers among the respondents. 10% of the respondents stated always. 40% of the respondents stated often. 20% stated sometimes. 26.7% stated seldom. 3.3% stated never. The conclusion is the majority of the students often practice the writing summary of reading text

TABLE IV.18**Lack of books influence the students in writing a summary**

OPTION	ALTERNATIVE	F	P
A	ALWAYS	6	20%
B	OFTEN	11	36.7%
C	SOMETIMES	4	13.3%
D	SELDOM	6	20%
E	NEVER	3	10%
	TOTAL	49	100%

The table above shows the varieties answers among the respondents. 20% of the respondents stated always. 36.7% of the respondents stated often. 13.3% stated sometimes. 20% stated seldom. 10% stated never. The conclusion is the majority of lack of books often influences the students in writing a summary

TABLE IV.19

The lecturer gives some techniques in writing a summary in reading text

OPTION	ALTERNATIVE	F	P
A	ALWAYS	4	13.3%
B	OFTEN	10	33.3%
C	SOMETIMES	6	20%
D	SELDOM	5	16.7%
E	NEVER	5	16.7%
	TOTAL	49	100%

The table above shows the varieties answers among the respondents. 13.3% of the respondents stated always. 16.7% of the respondents stated often. 20% stated sometimes. 33.3% stated seldom. 16.7% stated never. The conclusion is the majority of the lecture often gives some techniques in writing a summary in reading text

Table IV.20
If the students find some difficulties in writing a summary, they will discuss
with their friends

OPTION	ALTERNATIVE	F	P
A	ALWAYS	2	6.7%
B	OFTEN	5	16.7%
C	SOMETIMES	11	36.7%
D	SELDOM	6	20%
E	NEVER	6	20%
	TOTAL	32	100%

The table above shows the varieties answers among the respondents. 6.7% of the respondents stated always. 16.7% of the respondents stated often. 36.7% stated sometimes. 20% stated seldom. 20% stated never. The conclusion is the majority of the students sometime discuss with their friends, if the students find some difficulties in writing a summary

B. The Data analysis

1. The data of the correlation between students' tenses mastery and their summary writing at the fifth semester of English Education Department of UIN SUSKA Riau

In this chapter, the writer wants to discuss the data found by the writer in the previous chapter as to know the correlation between students' tenses mastery and their summary writing at the fifth semester of English Education Department of UIN SUSKA Riau. To analyze the data in this research, the writer uses the

technique of the statistical. On the other hand, to find out the correlation between students' tenses mastery and their summary writing at the fifth semester of English Education Department of UIN SUSKA Riau, the writer uses the following formula as follows:

$$r_{xy} = \frac{\frac{\sum x^1 y^1}{N} - (C_x^1)(C_y^1)}{(SD_x^1)(SD_y^1)}$$

Where:

$$N = 49$$

$$\sum fx = 35$$

$$\sum fy = 33$$

$$\sum fx^2 = 218$$

$$\sum fy^2 = 165$$

$$\sum fx fy = 124$$

$$\begin{aligned} \text{To get the level } C_x^1 &= \frac{\sum fx}{N} \\ &= \frac{35}{49} \\ &= 0.71 \end{aligned}$$

$$\begin{aligned} \text{To get the level } C_y^1 &= \frac{\sum fy}{N} \\ &= \frac{33}{49} \\ &= 0.67 \end{aligned}$$

$$= 0.91$$

To get the level SDx, the formula is used as follows:

$$SDx = i \sqrt{\frac{fx^2}{N} - \left[\frac{\sum fx^2}{N} \right]^2}$$

$$SDx = 1 \sqrt{\frac{218}{49} - \left[\frac{35}{49} \right]^2}$$

$$SDx = 1 \sqrt{6.05 - [0.97]^2}$$

$$SDx = 1 \sqrt{6.05 - 0.9409}$$

$$SDx = 1 \sqrt{5.1091}$$

$$SDx = 2.260$$

To get the level SDx, the formula is used as follows:

$$SDy = i \sqrt{\frac{fy^2}{N} - \left[\frac{\sum fy^2}{N} \right]^2}$$

$$SDy = 1 \sqrt{\frac{165}{49} - \left[\frac{33}{49} \right]^2}$$

$$SDx = 1 \sqrt{4.58 - [1,0.91]^2}$$

$$SDx = 1 \sqrt{4.58 - 0.8281}$$

$$SDx = 1 \sqrt{3,7519}$$

$$SDx = 1.936$$

To get the level of r_{xy} , the formula is used as follows:

$$r_{xy} = \frac{\frac{\sum x^1 y^1}{N} - (C_x^1)(C_y^1)}{(SD_x^1)(SD_y^1)}$$

$$r_{xy} = \frac{\frac{\sum 124}{49} - (0.97)(0.91)}{(2.260)(1.936)}$$

$$r_{xy} = \frac{3.44 - 0.8827}{4.37536}$$

$$r_{xy} = \frac{2.5573}{4.37536}$$

$$r_{xy} = 0.5844$$

The alternative Hypothesis:

It can be taken a conclusion that the significant different could be assumed from the α (alpha score) .05. When the α (alpha score) is higher then sig. score, so H_0 is rejected, if the α (alpha score) is lower then sig. score, so H_0 is fail to reject. From the table, it can be seen that the α .05 is higher then significant score (.000) so, H_0 is rejected, it can be conclude that there is a *correlation between students' tense mastery and their summary writing ability*.

Furthermore, the coefficient correlation between correlation between students' tense mastery and their summary writing ability is 0.319 while the correlation the both of variables is .085. According to Suandi, 1999:191 in Roy Madhona, 20008:51 that a correlation coefficient ranges between 1 and + 1 ($-1 < r < + 1$) plus and minus 1 implies a perfect correlation between two variables.

Hartono (2004: 78) provides a guide in the interpretation of the strange relationship between two variables, and the guide can be seen in the following table:

Table IV.21
Strange of Relationship

R	Strange of Relationship
0.000 – 0.200	Almost negligible relationship
0.200 – 0.400	Low correlation
0.400 – 0.700	Moderate correlation
0.900 – 1.000	Very high correlation

Based on the Hartono's rule above coefficient correlation **0.815 correlation is high**; substantial relationship between correlation between students' tense mastery and their summary writing ability. To see the description on the relationship, there is a positive and moderate correlation with substantial relationship as follows:

Hypothesis:

$H_0 : \rho = 0$

$H_a : \rho \neq 0$

Where $r = .815$

$P = 0$

$N = 49$

$$\begin{aligned}
 T_{\text{cal}} &= \frac{r - \rho}{\sqrt{\frac{1 - r^2}{N - 2}}} \\
 &= \frac{.815 - 0}{\sqrt{\frac{1 - (.815)^2}{49 - 2}}} = \\
 &= \frac{.815}{\sqrt{\frac{1 - .664}{47}}} = \frac{.815}{\sqrt{\frac{.336}{47}}} \\
 &= \frac{.815}{\sqrt{.012}} \\
 &= \frac{.815}{.11} \\
 &= 7.409
 \end{aligned}$$

$$\begin{aligned}
 \text{Critical region: degree of freedom} &= n - 2 \\
 &= 49 - 2 \\
 &= 47
 \end{aligned}$$

Critical region (the area of rejection) is based on

1. Significant level (α) . By convention, the .05 level significant is normally used.
2. Degree of freedom Dff = $n - 2$
3. Two-tailed test

Because of this test two – tail test, therefore the critical t from t table equals

$$\frac{t_{.01}}{2}, 47 = 2.76$$

Consult with “r” table value product moment

By $df = 47$, we get

t_{α} on significant level 5% = 2.05

t_{α} on significant level 1% = 2.76

Making decision

$t_{cal} > t_{critical}$ = reject the null hypothesis

$t_{cal} < t_{critical}$ = fail to reject the null hypothesis

$7.409 > 2.76$, so H_0 is rejected

According to Hartono (2008:58) point out that if t calculation $< t$ table, H_0 is accepted and H_a is rejected. Because $t_{cal} > t_{table}$ ($5.222 > \text{significant } 1\%$ (2.05) $> 5\%$ (2.76) we can conclude that **H_a is accepted there is significant correlation between students' tenses mastery and their summary writing at the fifth semester of English Education Department of UIN SUSKA Riau**

2. Data analysis of factors influence students' tenses mastery and their summary writing ability at the fifth semester of English Education Department of UIN SUSKA Riau

To identify the percentage of factors influence students' tenses mastery and their summary writing at the fifth semester of English Education Department of UIN SUSKA Riau, the writer uses the data analysis technique of descriptive qualitative with percentage. To analyze the data from questionnaire, the writer gives score on every option. It must be standardized according to the criteria that can be categorized as follows:

Option A is categorized very good : 5

Option B is categorized good : 4

Option C is categorized fair : 3

Option D is categorized poor : 2

Option E is categorized very poor : 1

To find out the level of factors influence students' tenses mastery and their summary writing at the fifth semester of English Education Department of UIN SUSKA Riau, the writer uses qualitative statement, the categorized as follows:

76%-100% is good

56%-75% is fair

40%-55% is poor

Less than 40% is very poor

The first step in setting qualitative analysis is by collecting and classifying each item of questionnaire based on its option and multiplied them by standardized score, which have been determined before. The next step is counting the percentage of the level of the students' tenses mastery and their summary writing at the fifth semester of English Education Department of UIN SUSKA Riau. To find out the percentage the writer uses the formulation:

$$P = \frac{F}{N} \times 100\%$$

P= Percentage

F= Frequency

N= Number of respondent

In order to analyze the total percentage of factors influence students' tenses mastery and their summary writing at the fifth semester of English

Education Department of UIN SUSKA Riau, it is important to recapitulate all the data from the questionnaire in the table below:

Table IV.22

The recapitulation of the students' ability in using exclamatory and question sentences

N O	A		B		C		D		E	
	F	P	F	P	F	P	F	P	F	P
1	45	54.21%	24	28.91%	14	16.86%	0	0%	0	0%
2	47	56.62%	16	19.27%	18	21.68%	2	2.40%	0	0%
3	64	77.10%	15	18.7%	4	4.81%	0	0%	0	0%
4	5	6.02%	14	16.86%	46	55.42%	14	16.86%	4	4.81%
5	36	43.37%	23	27.71%	21	25.30%	3	3.61%	0	0%
6	48	57.83%	22	26.50%	12	14.45%	1	1.20%	0	0%
7	15	18.07%	25	30.12%	31	37.34%	11	13.25%	1	1.20%
8	29	34.93%	33	39.75%	19	22.89%	2	2.40%	0	0%
9	41	49.39%	31	37.34%	10	12.04%	1	1.20%	0	0%
10	51	61.44%	19	22.89%	10	12.04%	1	1.20%	2	2.40%
11	52	62.65%	19	22.89%	9	10.84%	1	1.20%	2	2.40%
12	21	25.30%	16	19.27%	24	28.91%	17	20.48%	5	6.02%
13	4	4.81%	11	13.25%	34	40.96%	30	36.14%	4	4.81%
14	14	16.86%	20	24.09%	31	37.34%	14	16.68%	4	4.81%
15	17	20.48%	26	31.32%	30	36.14%	8	9.63%	2	2.40%
16	15	18.07%	36	43.37%	25	30.12%	7	8.43%	0	0%
17	1	1.20%	12	14.45%	47	56.62%	20	24.09%	3	3.61%
18	6	7.22%	24	28.91%	40	48.19%	11	13.25%	2	2.40%
19	31	37.34%	29	34.93%	16	19.27%	6	7.22%	1	1.20%
20	17	20.48%	30	36.14%	30	36.14%	6	7.22%	0	0%
21	27	32.53%	33	39.75%	10	12.04%	13	15.66%	0	0%
22	10	12.04%	37	44.57%	29	34.93%	6	7.22%	1	1.20%
23	7	8.43%	28	33.37%	40	48.19%	7	8.43%	1	1.20%
24	10	12.04%	13	15.66%	43	51.80%	14	16.86%	3	3.61%
25	48	57.83%	22	26.50%	9	10.84%	4	4.81%	0	0%
26	23	27.71%	31	37.34%	21	25.30%	7	8.43%	1	1.20%
27	26	31.32%	29	34.93%	22	26.50%	5	6.02%	1	1.20%
28	50	60.24%	25	30.12%	6	7.22%	2	2.40%	0	0%
29	41	49.39%	30	36.14%	12	14.45%	0	0%	0	0%
30	4	4.81%	5	6.02%	6	7.22%	17	20.48%	51	61.44%
31	7	8.43%	28	33.37%	40	48.19%	7	8.43%	1	1.20%
32	10	12.04%	13	15.66%	43	51.80%	14	16.86%	3	3.61%
33	15	18.07%	36	43.37%	25	30.12%	7	8.43%	0	0%
34	1	1.20%	12	14.45%	47	56.62%	20	24.09%	3	3.61%

35	6	7.22%	24	28.91%	40	48.19%	11	13.25%	2	2.40%
36	31	37.34%	29	34.93%	16	19.27%	6	7.22%	1	1.20%
37	17	20.48%	30	36.14%	30	36.14%	6	7.22%	0	0%
38	27	32.53%	33	39.75%	10	12.04%	13	15.66%	0	0%
39	10	12.04%	37	44.57%	29	34.93%	6	7.22%	1	1.20%
40	7	8.43%	28	33.37%	40	48.19%	7	8.43%	1	1.20%
41	10	12.04%	13	15.66%	43	51.80%	14	16.86%	3	3.61%
42	48	57.83%	22	26.50%	9	10.84%	4	4.81%	0	0%
43	23	27.71%	31	37.34%	21	25.30%	7	8.43%	1	1.20%
44	26	31.32%	29	34.93%	22	26.50%	5	6.02%	1	1.20%
45	50	60.24%	25	30.12%	6	7.22%	2	2.40%	0	0%
46	41	49.39%	30	36.14%	12	14.45%	0	0%	0	0%
47	4	4.81%	5	6.02%	6	7.22%	17	20.48%	51	61.44%
48	7	8.43%	28	33.37%	40	48.19%	7	8.43%	1	1.20%
49	10	12.04%	13	15.66%	43	51.80%	14	16.86%	3	3.61%
tot	805		698		669		230		88	

From the table above, we can see that the description of option A is 805 responses, option B is 698 responses, option C is 669 responses, option D is 230 responses, and option E is 88 responses.

To find out the total score on every option of questionnaire, it is multiplied the total scores of the frequency answered by the respondents on each option. The data on every option can be seen as follows:

1. Option A is $805 \times 5 = 4025$
2. Option B is $698 \times 4 = 2792$
3. Option C is $669 \times 3 = 2007$
4. Option D is $230 \times 2 = 460$
5. Option E is $88 \times 1 = 88$

From the calculation above, we can know that:

The value of F is $4025 + 2792 + 2007 + 460 + 88 = 9372$

The value of N is $805 + 698 + 669 + 230 + 88 = 2490 \times 5 = 12450$

To determine the percentage level of factors influence students' tenses mastery and their summary writing at the fifth semester of English Education Department of UIN SUSKA Riau, the writer uses the formula a follows:

$$\begin{aligned}
 P &= \frac{F}{N} \times 100\% \\
 &= \frac{9372}{12450} \times 100\% \\
 &= 75.28\%
 \end{aligned}$$

According the result above, the level of standard percentage of factors influence students' tenses mastery and their summary writing at the fifth semester of English Education Department of UIN SUSKA Riau is classified as fair.

By looking the data of questionnaire, we can see that the percentage questionnaire of factors influence students' tenses mastery and their summary writing at the fifth semester of English Education Department of UIN SUSKA Riau is about 75.28% and it is classified as fair.

From the data presentation we can conclude that the factors that influence the students' tenses mastery and their summary writing at the fifth semester of English Education Department of UIN SUSKA Riau they are; internal factors, healthy, intelligent and talent, motivation and interest, the way of learning. External factors, Social environment factors (family, teacher, and staff, humanity, and friends), Non-social environment factors (home, school, tool and nature), and the dominant factors that influence the students' tenses mastery and their summary writing at the fifth semester of English Education Department of UIN SUSKA Riau is motivation and interest that indicates 36.6%, and the others



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this research, there are two kinds of conclusion. They are theoretical conclusion and research conclusion.

1. The Theoretical Conclusion.

Syafi'i (2007: 49) states that summarizing is one of the essential research skills that should be owned by all research paper writers. According to Reid (1988:109), in academic writing assignments, you will frequently be asked to respond to written material. That is, you will be asked to read something and to write a summary and an analysis of what you read.

It means that writing a summary is very useful in academic writing assignment. Because some class assignments also require summarization.

2. The Research Conclusion.

This research purpose is to know the correlation between students' tense mastery and writing ability at the fifth semester of english education department of education and teacher training faculty of UIN SUSKA Riau. Based on the finding in chapter IV, it can be concluded that there is significant correlation between students' tense mastery and writing ability at the fifth semester of english education department of UIN SUSKA Riau is received as 5% significant level is 2.05 or at 1% significant level is 2.76.

And the factors that influence the correlation between students tense mastery and their summary writing ability at the fifth semester are as follows:

1. Students motivation in learning writing
2. Students interesting in learning writing
3. Students attitude in learning writing
4. Lecturer's method in teaching writing
5. Friends influence

B. Suggestion

1. Suggestion to the chairperson and the lecturers of English Education Department of UIN SUSKA.
 - a. The chairperson of English Education Department of UIN SUSKA Riau is suggested to provide the facilities of learning in order to support the teaching and learning process.
 - b. The lecturers is suggested to be able to provide a variety of suitable or interesting technique to implement the technique in teaching grammar and the teacher uses a good strategy in teaching and learning to make learning effective, enjoyable and impressive.
2. The students
 - a. The students should be able to choose method based on their purpose of study, so that they will be easy to learn grammar in learning, they are confident to be active learner.

- b. The students should read many books written in English, so they will be familiar with English words.

Finally, the writer hopes that all this research findings, conclusions and suggestion will be beneficial contributions especially for both English lecture and students of the fifth semester of English Education Department of UIN SUSKA Riau, and all readers.

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